

## Building Collaborative Learning Communities

### Research Finding:

*Principals, teachers and teacher-librarians collaborate more in professional learning communities.*

### Comment:

School reform research reports that schools with high levels of professional community are not only more effective but have school climates wherein teachers' work patterns are cohesive and collaborative.

Principals, teachers and teacher-librarians indicate that there is more collaboration in professional "communities."

Secondary school principals do not tend to recognize the instructional role of the teacher-librarian. The major role that they indicate is in reference and research services whereas teacher-librarians see their major role in instruction in information literacy. While each group recognizes the importance of staff development as a means of integrating information literacy in the curriculum, principals see the major problem as funding whereas teacher-librarians see the major barrier as negative teacher attitudes.

Positive perceptions and expectations about consultation and collaboration are developed through

- role clarification;
- modeling;
- proactive involvement; and
- personal experiences.

### Source:

Kolenick, Patricia Liotta. (2001). *Principals and teacher-librarians: Building collaborative partnerships in the learning community*. Ed.D. dissertation. University of Pittsburgh. 158 pp. 0-493-23622-8.

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Straessle, Gretchen Anne. (2000). *Teachers' and administrators' perceptions and expectations of the instructional consultation role of the library media specialist*. M.A. thesis. Pacific Lutheran University. 112 pp. 0-599-84814-6.

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